

## Experiential Meaning Breadth Variations of the English-Bahasa Indonesia *Alice in Wonderland* Movie Texts

Satya Perdana <sup>1</sup>, Syarief Fajaruddin <sup>1</sup>, Godlove Elioth Kiswaga <sup>2</sup> Ardi Ariyanto <sup>1</sup>, Ariesty Fujiastuti <sup>3</sup>

<sup>1</sup> Universitas Negeri Yogyakarta, Indonesia

<sup>2</sup> The Mwalimu Nyerere Memorial Academy, United Republic of Tanzania

<sup>3</sup> Universitas Ahmad Dahlan, Indonesia

Email Correspondence: syarieff@uny.ac.id

### Abstract

**Background:**

Research on the meaning of experience in the breadth of bilingual analysis has been carried out from various languages in the world. However, this topic needs further investigation as research, especially for English to Indonesia.

**Methodology:**

The data were extracted from the *Alice in Wonderland* (2010) film texts and then quantified and validated using quantitative research techniques. Furthermore, the data analyzed in several steps: classifying the data into realized and unrealized expressions, classifying the data or degrees of variation, classifying the higher degree of each clause compared, providing the total number of clauses and their process type.


**Findings:**

Research results indicate that the most prominent degree of experiential meaning breadth variations falls into the “lowest” category of variation with 57.54%. This means that the Target Text is closely related to the Source Text and/or the translator of Target Text applied source-based translation regarding experiential meaning breadth complexity. It is also strengthened by the average degree in each of the analyses falling in the “very low” category. The contextual factors that motivate the occurrence of the variations consist of inter-textual and situational context (field, mode, and tenor). The contextual effects about the target readers are related to two aspects; the readability and the purpose of creating the texts. The Target Text is readable for the target readers of the text; target readers feel entertained by interpreting the text.

**Conclusion:**

Creating the Target Texts is for education and gives effects for the target readers to enrich their vocabularies and improve their English skills.

**Keywords:** experiential meaning; *Alice in Wonderland*; movie text; translation

<b>DOI</b>	: <a href="http://dx.doi.org/10.24903/sj.v6i1.434">http://dx.doi.org/10.24903/sj.v6i1.434</a>
<b>Received</b>	: March 2020
<b>Accepted</b>	: March 2021
<b>Published</b>	: April 2021
<b>Copyright Notice</b>	: <p>Authors retain copyright and grant the journal right of first publication with the work simultaneously licensed under a <a href="#">Creative Commons Attribution 4.0 International License</a> that allows others to share the work with an acknowledgement of the work's authorship and initial publication in this journal.</p> 

## **1. INTRODUCTION**

Many previous scholars have performed translation studies, especially in experiential means (Coker et al., 2016; Johannessen, 2017; Kelso et al., 2020; Xuan, 2018). Experiential context has been studied extensively throughout time, with an emphasis on cultural distinctions between the source and target languages (Adamczyk, 2020; Feng et al., 2018; Johannessen, 2017; Marais, 2020). This research also intends to give some new knowledge and descriptions of how the differences occur in the different languages (bilingual translation). The study also proves that translation that occurs in literary texts can influence other senses or even interpretations. The researcher also hopes that by reading this research, the readers may improve their comprehension in translation, especially about experiential meaning breadth variation (Eckert, 2019; Johannessen, 2017; Romaine, 2017).

Therefore, the role of translation plays a significant function in transferring meanings across different languages. Here, the existence of translation helps expand literary works across different languages so that people can share what is expressed in their literary works through translation. Degani and Tokowicz (2013) find that in bilingual translation, words vary in relatedness of their different nuances of meaning. This is important to examine for two reasons at least. First, such cross-language influences, especially those from a second (L2) to a first (L1) language, highlight the dynamic nature of the bilingual lexicon and exemplify the interconnectivity between the languages of multilingual speakers. Second, the relatedness of the meanings of ambiguous words influences how ambiguous words are processed both in and out of context. Therefore, if knowledge of another language uses an influence on the degree of meaning relatedness, bilinguals may not process ambiguous words in the same way as monolingual speakers. A good translator has to strive hard to deliver the meanings/expressions as smooth/close as the target language (Alang, 2016; Silveira & Alves, 2018; Traugott, 2020).

One of the translation phenomena occurs in movies. *Alice in Wonderland*, a film directed by Tim Burton, is one of the famous children's literary movies that Lewis Carroll formerly wrote. The movie was nominated in several awards, such as the National Movie Awards and MTV Movie Awards, for the best fantasy film and best film. The movie text (subtitle) on this film has been translated into many languages. However, in this research, the researcher only analyzes English-Bahasa Indonesia in the movie texts provided in the film. Bahasa Indonesia is considered easier to analyze than any other languages because the researcher masters the most amidst all languages in the world.

Moreover, the movie texts of Alice in Wonderland are the first because the researcher wants to enrich the experiential meaning references and figure out the meaning and realization variations of the movie texts. The second is that the movie is one of the famous children literary works in the world. This enables the movie texts to be translated into many languages and makes different cultures and language characteristics exchange happen. The researcher hopes that those factors can be analyzed and described in terms of experiential meaning breadth phenomena. This is in line with Tzou et al. (2017), studying the effect of formal translation training affects the strategy and the process of translation. They find that in addressing the issue, researchers generally agree that translation involves linguistic analysis and comprehension of the SL to construct a mental representation of the message and planning and lexical selection processes to produce the target message.

## 2. METHODOLOGY

This research mainly concerns the descriptions of experiential meaning realization variations, the contextual factors, and the effects of the contextual factors of the movie texts in Alice in Wonderland movie. In this study, the researcher compares both meaning and realization from the data collected in Text 1 (Source Expression) to the data collected in Text 2 (Target Expression) in the form of parameter based on their categories. In describing the data, the researcher applies two research methods all at once. *They are quantitative for describing data in numbers and strengthen more illustration of the similarity or difference of the analysis. While the qualitative approach is for describing the data in words.*

Following Krippendorff (2018), content analysis is a research technique to make replicable and valid conclusions from the data to their context (Matthes & Prieler, 2020). It consists of data source, instrument, data collection, data analysis, and data trustworthiness.

Because the unit analysis level of this research is the clause, the research data in this research are all about major clauses representing experiential meaning in Alice in Wonderland movie texts. The major clauses are found in English (text 1) and Bahasa Indonesia (text 2). The data source of the research was taken from the texts of Alice in Wonderland DVD released by Walt Disney Pictures production house. They represent English and Bahasa Indonesia movie texts of Alice in Wonderland (2010) directed by Tim Burton. In this case, data were taken from Alice in Wonderland movie's subtitles directed by Burton (2010).

The research involved two methods of data collecting techniques; observation and recording. Observation constitutes the activity of reading each subtitle attentively and accurately to find the data. Recording refers to the activity of recording the data by rewriting

the data from two subtitles to the tables as the datasheet. The data obtained data were classified based on certain procedures.

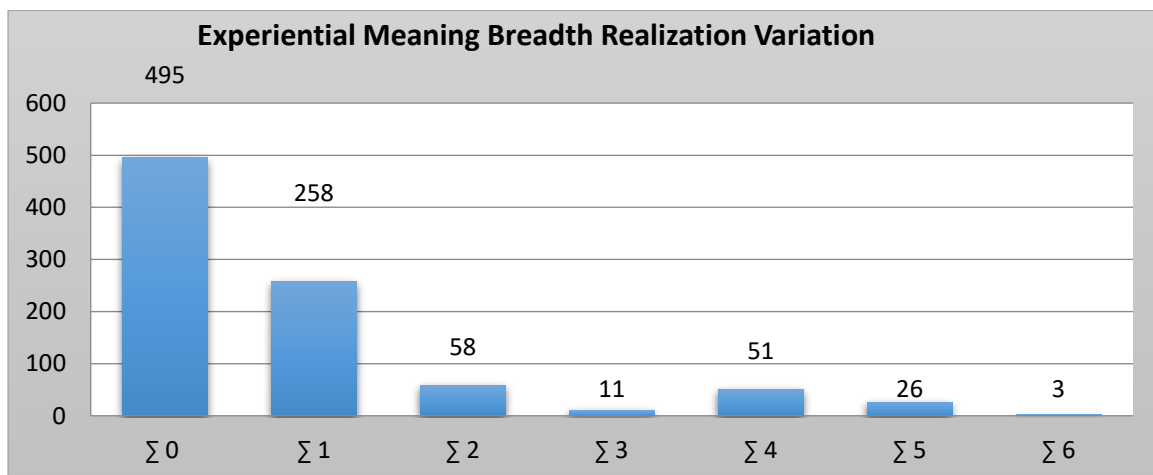
### 3. FINDINGS

#### 3.1. Experiential Meaning Breadth Analysis and Grammatical Complexity Analysis

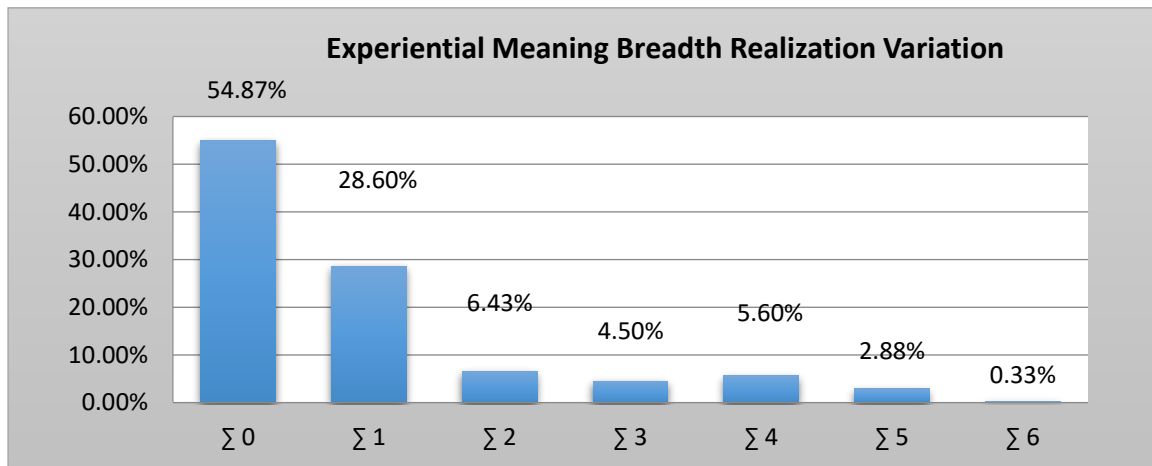
Following the analysis, each of the two movie texts consists of 56 scenes. There are 902 clause units in text 1 and 899 clause units in text 2. This chapter is divided into two parts. Firstly, it explains the results of the research; then, secondly, it discusses the results. The results are acquired by analyzing experiential meaning breadth variations in Source Expressions (SE) or T1 and Target Expression 1 or T2, in which the analysis was done by using the parameter as explained previously.

The findings present the English (Source Expression) - Bahasa Indonesia (Target Expression) analysis results. The parameter of experiential meaning variation determines the degree of each transitivity clause unit in which the degree is determined based on the process type and the number of elements that occur in the two texts. Here there is the recapitulation of the data. The percentages of the data are taken by the formula as follows:

$$\frac{\text{The number of unit analysis}}{\text{The number of entire unit analysis}} \times 100\%$$



**Figure 1:** The Diagram of Experiential Meaning Breadth Realization Variation



**Figure 2:** The Diagram of Experiential Meaning Breadth Realization Variation

### 3.2. Source Expression (English Text) and Target Expression (Bahasa Indonesia Text) Analysis

After analyzing the data, the researcher has recapped the result of experiential meaning breadth variation as shown in Table 1.

Table 1: The Finding of Experiential Meaning Variation in Source Text and Target Expression

Σ Analysis	Σ 0	Σ 1	Σ 2	Σ 3	Σ 4	Σ 5	Σ 6
902	495	258	58	11	51	26	3
100%	54.87 %	28.60 %	6.43 %	1.21 %	5.65 %	2.88 %	0.33 %

From Table 1, the researcher concludes that the variation in experiential meaning breadth is low. This reason is supported by the most dominant degree that goes to “0” degree with 495 units of analysis or 54.87 % of the whole analysis unit. The lowest occurrence is in grade “6” with three units of analysis (0.33%). *The experiential meaning variation analysis also involves the occurrence of a higher degree in each experiential meaning of every unit analysis.* The Higher Degree (HD) presents where the number of elements occurs more, whether in text one or text 2. The result can be seen in Table 2.

Table 2: The Finding of Higher Degree in Experiential Meaning Variation

Σ Analysis	Σ SE = TE	Σ SE	Σ TE
902	519	314	69
100%	57.6%	34.8%	7.6%

The results in the table indicate that “SE = TE” clause units are the dominant occurrences because there are 519 of 902 clause units or 57.6 % belonging to SE = TE. The researcher infers that most clauses are translated in equal degrees through SE clause units. *The occurrence is 314 clause units or 34.8 %. This is more than clause units in TE that is 69 clause units or 7.6 % of the total occurrence.*

Table 3. The Diagram of Experiential Meaning Breadth Realization Variation Percentage

$\Sigma$ Analysis	$\Sigma$ 0	$\Sigma$ 1	$\Sigma$ 2	$\Sigma$ 3	$\Sigma$ 4	$\Sigma$ 5	$\Sigma$ 6
902	495	258	58	11	51	26	3
100%	54.87 %	28.60 %	6.43 %	1.21 %	5.65 %	2.88 %	0.33 %

The most prominent result lies in “0” degree. In general, this implies that the most occurrence of experiential meaning variation between the English (Source Expressions) and the Bahasa Indonesia (Target Expressions) occurs because the two texts have the same process type and the same number of elements. Then, it is followed by grade “1” with 258 units of analysis (28.60 %), grade “2” with 58 units of analysis (6.43 %), grade “4” with 51 units of analysis (5.65 %), grade “5” with 26 units of analysis (2.88 %). The two least frequent occurrences go to grade “3” with 11 units of analysis (1.21 %) and grade “6” with 3 units of analysis (0.33%). *The occurrence of realization variation is in accordance with the theories of experts as mentioned in the preceding section where the level of similarity tends to be very low, and the level of differences tends to be high because English and Bahasa Indonesia are quite different in structure (grammar).*

There are 495 units of analysis or 54.87% from the entire unit analysis, which belong to “0” scale or the lowest degree of variations. The “0” scale means that the clause of the texts has the same major process type and the same number of elements.

Text 1: *Charles, you have finally lost your senses.*

Text 2: *Charles, kau benar-benar sudah kehilangan akal sehatmu.*

There are 258 units of analysis or 28.60 % from the entire unit analysis, which belong to “1” scale or very low degree of variations. The “1” scale means that the clause of the texts has the same major process type and different element, or different subcategory of relational process type the same number of element, the same subcategory of relational process type, and different number of elements.

Text 1: *The nightmare again?*

Text 2: *Mimpi buruk lagi?*

There are 58 units of analysis or 6.43 % from the entire unit analysis, which belong to “2” scale or low degree of variations. The “2” scale means that the clause of the texts has the same major process type, the two different elements and different subcategories of relational process type with a different number of elements.

Text 1: *I am sorry.*

Text 2: *maaf.*

There are 11 units of analysis or 1.21% from the entire unit analysis, which belong to “3” scales or medium degree of variations. The “3” scale means that the clause of the texts has the same major process type and two different elements.

Text 1: *You're terribly late, you know.*

Text 2: *Kau terlambat sekali.*

There are 51 units of analysis or 5.65 % from the entire unit analysis, which belong to “4” scale or high degree of variations. The “4” scale means that the clause of the texts has the same major process type and the four different elements or different process types with the same number of elements.

Text 1: *You ran out on them to save your own skin.*

Text 2: *Kau mendukung mereka untuk menyelamatkan dirimu.*

There are 26 units of analysis or 2.88 % from the entire unit analysis, which belong to “5” scales or very high degree of variations. The “5” scale means that the clause of the texts has the same major process type and the five different elements or different process types with different numbers of elements.

Text 1: *Would you like some cream?*

Text 2: *Mau tambahkan susu?*

There are 3 units of analysis or 0.33 % from the entire unit analysis, which belong to “6” scales or highest degree of variations. The “6” scale means that one whole clause ranks lingual expression of the experiential meaning unit that has no clause realization.

Text 1: *That one there.*

Text 2: **No clause representation.**

The overall result from the analysis represents that SE has the same major process type in terms of experiential meaning breadth and the same element in terms of grammatical complexity realization variation with the TE. This argument is also strengthened by finding the data average both in experiential meaning breadth and in grammatical complexity realization variations.

Table 4. The Diagram of Higher Degree in Experiential Meaning Breadth

$\Sigma$ Analysis	$\Sigma$ SE = TE	$\Sigma$ SE	$\Sigma$ TE
902	519	314	69

100%	57.6%	34.8%	7.6%
------	-------	-------	------

From Table 4, the researcher can conclude that SE = TE- clause units that belong to the text1- is the main contributor of higher degree variation of meaning in experiential meaning breadth. Meanwhile, TE clause units, which represent the low degree of variation between text 1 and text 2, only have 69 units of analysis (7.6 %) out of 902. Therefore, the Higher Degree (HD) occurs in low equivalence between them. Although SE= TE units of analysis are to happen high enough, text 1 has more breadth than text 2 (SE occurs 310/ 34.8 % compared to TE 69/ 7.6 %).

#### **4.1. Source Expression = Target Expression**

There are 519 clause units or 57.6% from the entire unit of analysis that belong to “SE = TE or Source Expression = Target Expression”. The “SE = TE” means that the comparison between text 1 and text 2 is zero or the number of SE elements is the same as the element in TE.

Text 1: Oh, I love traveling by hat.

Text 2: *Oh, Aku suka bepergian dengan topi.*

#### **4.2. Source Expression**

There are 314 units of analysis or 34.8 % from the entire unit of analysis that belong to “SE or Source Expression”. The “SE” means that the comparison of SE and TE disposed on SE or the number of SE elements is more than the number of elements in TE.

Text 1: It's all about you, you know.

Text 2: *Puisi ini tentang kamu.*

#### **4.3. Target Expression**

There are 69 units of analysis or 7.6% of the whole unit of analysis that belong to “TE or Target Expression”. The “TE” means that the comparison of SE and TE disposed on TE or the number of elements in TE is more than SE, or the clause of TE is unrealized in SE.

Text 1: Off with his head!

Text 2: *Penggal kepalanya!*

Butt et al. (2012) state that there are two types of contexts. The context of culture and context of the situation. The outer context of the text is the context of culture, while the inner one is the context of the situation. Moreover, the relationship between text and context, as explained by (Bowen & Thomas, 2020; Butt et al., 2012; Halliday et al., 2014), context is



constituted by situational context, cultural context, inter-textual context, and intra-textual context. The translation of several expressions means several choices where the translator must decide whether to render the translation as an equivalent expression, paraphrase, or as literal equivalent (Heriwati, 2018; Sjørup, 2011).

#### ***4.3.1. Situational Context***

This type of context is useful to cover the things that take place outside the text that make the text what it is, in which meanings are being exchanged. Halliday and Hassan (1980) propose the features of situational context. (1) The field of discourse refers to who is taking part, to the nature of social action that occurs; (2) The tenor of discourse refers to who is taking part, to the nature of the participants, their status and roles; (3) The mode of discourse refers to what part the language is playing, what is it that the participants are expecting the language to do for them in that situation.

#### ***4.3.2. Cultural Context***

Cultural context includes institutional and ideological backgrounds that give values to the text and limit its interpretation.

#### ***4.3.3. Inter-textual Context***

This refers to relationships with other text that have influenced to give value.

#### ***4.3.4. Intra-textual Context***

This consists of coherence within the text and cohesion that embodies the internal semantic relationships.

### **4. DISCUSSION**

The findings of experiential meaning breadth variations of text 1 and text 2 (English-Bahasa Indonesia texts) are  $\sum 0 = 54.78\%$ ,  $\sum 1 = 28.60\%$ ,  $\sum 2 = 6.43\%$ ,  $\sum 3 = 1.21\%$ ,  $\sum 4 = 5.65\%$ ,  $\sum 5 = 2.88\%$ , and  $\sum 6 = 0.33$ . Overall, the two findings show that the most prominent category of experiential meaning breadth variations among the two texts goes to the lowest degree ( $\sum 0$ ) of experiential meaning breadth variation. Similarly, the most outstanding occurrence of English-Bahasa Indonesia falls into the “lowest degree” ( $\sum 0$ ) of realization variation. The average degree of realization of each experiential meaning breadth and grammatical complexity realization variation analysis falls in “very low” variation, unlike most previous studies (Marais, 2020; Romaine, 2017; Sjørup, 2011; Tzou et al., 2017), which has “high degree” experiential meaning.

The Higher Degree results in text 1 and text 2 (English-Bahasa Indonesia) each of analysis in terms of experiential meaning variation and grammatical complexity realization

variation fall in the same number of percentages  $\sum SE = TE = 57.6 \%$ ,  $SE = \sum 34.8 \%$ , and  $TE = \sum 7.6 \%$ . While the results of English- Malay analysis in terms of experiential meaning breadth variations are  $\sum SE = TE = 57.1 \%$ ,  $SE = \sum 35.1 \%$ , and  $TE = \sum 7.8 \%$ . Meanwhile, the results in terms of grammatical complexity realization variation are  $\sum SE = TE = 57.7 \%$ ,  $SE = \sum 35.1 \%$ , and  $TE = \sum 7.2 \%$ . The researcher infers that the overall analysis of experiential meaning breadth variation and grammatical complexity realization variation in the English-Bahasa Indonesia and English Malay analysis lies in “SE= TE” category. This is because the texts are simultaneous translations in which the source expression and the target expression come to the readers or the audience simultaneously. So, the concept of being equivalently translated into the target language texts is overall well maintained by each of the two translators of Bahasa Indonesia and Malay texts. Those low variations mean that the two analyses are closely related to the source text (English text) and/or the translators apply source-based ideology on translating the texts.

## 5. CONCLUSION

The contextual factors are the factors that motivate the occurrence of the variations on Source Expression (English text) and the Target Expressions (Bahasa Indonesia and Malay texts). The factors are inter-related and situational contexts. The inter-related context is that text 1 is a classic text (written in Victorian Era) that was written by Carroll (2009). Although the text is the repackaged text (directed by Tim Burton in 2010) of the original, the entire content of the text is mainly the same. This aspect is not mastered by the translators of text 2 and text 3. So that some clauses are lesser equivalent translated in terms of experiential meaning breadth. The last is the situational context which is then divided into field, tenor, and mode. The field is about an adventure of a girl named Alice facing some struggles during her fantasy trip to Wonderland. The tenor is that the author and the readers of text 1 are expected to be native English speakers.

On the contrary, text 2 and text 3 are expected to be Indonesian and Malay people. The mode inside the texts in English, Bahasa Indonesia and Malay texts have the similarity of being “made to be read”. This indicates that the two texts are in the form of written expressions, and the texts are made to be read.

The contextual effect is on the target text readers or target text audience. The most prominent effect is on the target readers of the text. Text 1 (English text) is dedicated or provided to native English and originally made in England. Text 1 is more appropriate to be

read by the people using English as their first language in their daily life or the people who understand English quite well. The target readers are Indonesia and Malaysia, whose style of literature is greatly different from English. The two target texts (Bahasa Indonesia and Malay) are dedicated to non-native English speakers and written in the present era and more appropriate for those who do not speak or use English as their first language in their daily life. The vocabularies and the grammar complexity used in the SE (English) in the Target Expressions (Bahasa Indonesia and Malay) are simpler and easier to understand than in SE. For that reason, the researcher concludes that it can be easily understood by the target text readers (Indonesian and Malaysian people).

## 5. REFERENCES

- Adamczyk, M. (2020). Unpacking the meaning of the DM now through its Polish translation equivalents. *Journal of Pragmatics*, 161, 28–45.  
<https://doi.org/https://doi.org/10.1016/j.pragma.2020.01.012>
- Alang, S. M. (2016). “Black folk don’t get no severe depression”: Meanings and expressions of depression in a predominantly black urban neighborhood in Midwestern United States. *Social Science & Medicine*, 157, 1–8.  
<https://doi.org/https://doi.org/10.1016/j.socscimed.2016.03.032>
- Bowen, N. E. J. A., & Thomas, N. (2020). Manipulating texture and cohesion in academic writing: A keystroke logging study. *Journal of Second Language Writing*, 50, 100773.  
<https://doi.org/10.1016/j.jslw.2020.100773>
- Burton, T. (2010). *Alice in Wonderland*. Walt Disney Studios.
- Butt, D., Fahey, R., Feez, S., & Spinks, S. (2012). *Using functional grammar: An explorer’s guide*. Palgrave Macmillan.
- Carroll, L. (2009). *Alice in Wonderland: & through the looking glass*. Sterling Publishing Company, Inc.
- Coker, J. S., Heiser, E., Taylor, L., & Book, C. (2016). Impacts of Experiential Learning Depth and Breadth on Student Outcomes. *Journal of Experiential Education*, 40(1), 5–23.  
<https://doi.org/10.1177/1053825916678265>
- Degani, T., & Tokowicz, N. (2013). Cross-language influences: translation status affects intraword sense relatedness. *Memory & Cognition*, 41(7), 1046–1064.  
<https://doi.org/10.3758/s13421-013-0322-9>
- Eckert, P. (2019). The limits of meaning: Social indexicality, variation, and the cline of interiority. *Language*, 95(4), 751–776.
- Feng, H., Crezee, I., & Grant, L. (2018). Form and meaning in collocations: a corpus-driven study on translation universals in Chinese-to-English business translation. *Perspectives*, 26(5), 677–690. <https://doi.org/10.1080/0907676X.2018.1424222>
- Halliday, M. A. K., & Hassan, R. (1980). *Language, context and text: Aspects of linguistics in a social-semantic perspective*. Deakin University Press.
- Halliday, M. A. K., Matthiessen, C., & Halliday, M. (2014). *An introduction to functional*

- grammar. Routledge.
- Heriwati, M. M. (2018). *Strategi penerjemahan metafora bahasa Inggris ke dalam bahasa Indonesia dalam novel Life of Pi*. Universitas Diponegoro.
- Johannessen, C. M. (2017). Experiential meaning potential in the Topaz Energy logo: a framework for graphemic and graphetic analysis of graphic logo design. *Social Semiotics*, 27(1), 1–20. <https://doi.org/10.1080/10350330.2016.1187880>
- Kelso, K. C., Kashdan, T. B., Imamoğlu, A., & Ashraf, A. (2020). Meaning in life buffers the impact of experiential avoidance on anxiety. *Journal of Contextual Behavioral Science*, 16, 192–198. <https://doi.org/https://doi.org/10.1016/j.jcbs.2020.04.009>
- Krippendorff, K. (2018). *Content analysis: An introduction to its methodology*. SAGE Publications Ltd.
- Marais, K. (2020). Putting meaning back into development; or (semio) translating development. *Journal for Translation Studies in Africa*, 1, 43–58.
- Matthes, J., & Prieler, M. (2020). Nudity of male and female characters in television advertising across 13 countries. *Journalism & Mass Communication Quarterly*, 97(4), 1101–1122. <https://doi.org/10.1177/1077699020925450>
- Romaine, S. (2017). On The Problem of Syntactic Variation and Pragmatic Meaning in Sociolinguistic Theory. *Folia Linguistica*, 51(s1000), 1–29. <https://doi.org/doi:10.1515/flin-2017-1002>
- Silveira, S. S., & Alves, T. D. C. L. (2018). Target Value Design Inspired Practices to Deliver Sustainable Buildings. In *Buildings* (Vol. 8, Issue 9). <https://doi.org/10.3390/buildings8090116>
- Sjørup, A. C. (2011). Cognitive effort in metaphor translation: An eye-tracking study. In *Cognitive explorations of translation* (pp. 197–214). Bloomsbury Academic.
- Traugott, E. C. (2020). Expressions of stance-to-text: discourse management markers as stance markers. *Language Sciences*, 82, 101329. <https://doi.org/https://doi.org/10.1016/j.langsci.2020.101329>
- Tzou, Y.-Z., Vaid, J., & Chen, H.-C. (2017). Does formal training in translation/interpreting affect translation strategy? Evidence from idiom translation. *Bilingualism: Language and Cognition*, 20(3), 632–641. <https://doi.org/10.1017/S1366728915000929>
- Xuan, W. W. (2018). Understanding experiential meaning-making in Chinese adolescent L2 writing: a systemic functional perspective. *Asian-Pacific Journal of Second and Foreign Language Education*, 3(1), 5. <https://doi.org/10.1186/s40862-018-0046-2>